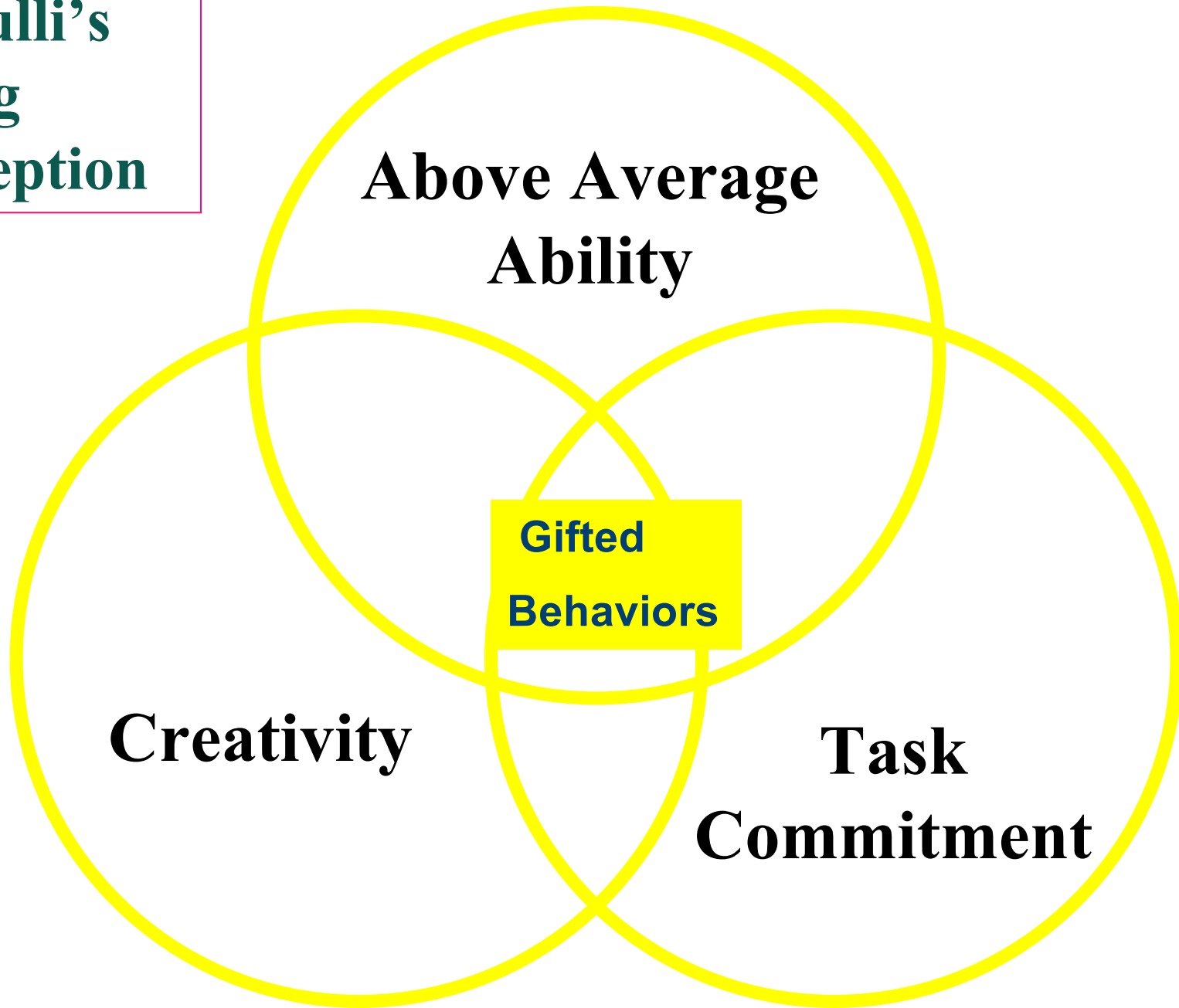


# Supporting Social/Emotional Needs in the Classroom

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Confratute 2024

M. Burton 2024

**Renzulli's  
3 Ring  
Conception**



# Talent develops in stages



*latent*

*emergent*

*manifest*

Talents develop in stages over time within interest areas if an individual possesses the right combination of ability and aptitudes with opportunity, experience, deliberate practice, support, and encouragement.

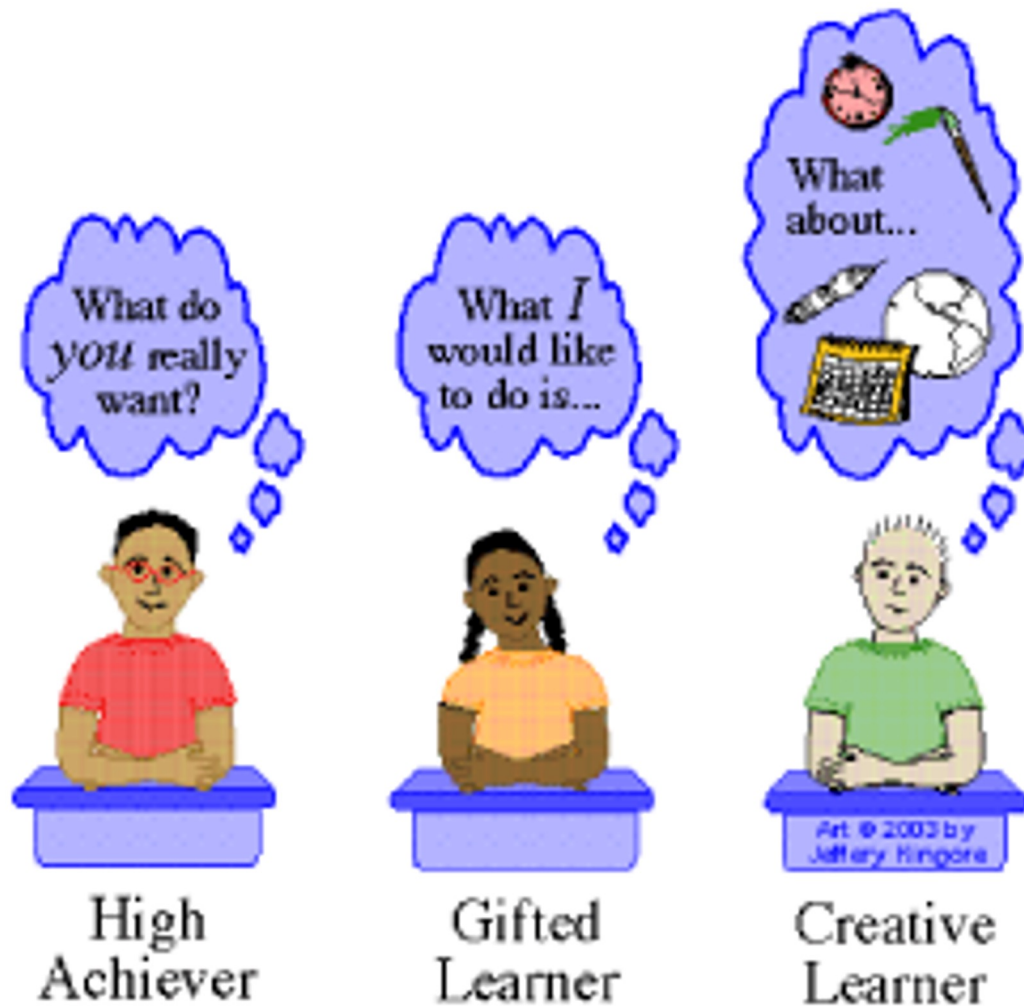


## *A Very Bright Child*

- Knows the answers
- Pays attention
- Has good ideas
- Answers questions directly
- Is in the top group
- Listens with interest
- Understands ideas
- Relates well to peers
- Absorbs information
- Completes assignments
- Is a good memorizer
- Is pleased with own work
- Enjoys school

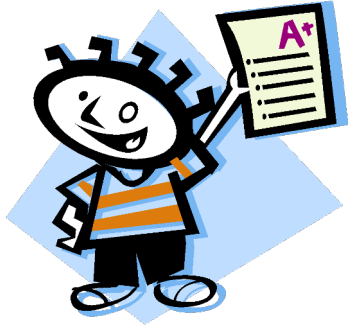
## *A Gifted Learner*

- Asks the questions
- Is mentally involved
- Has wild, creative ideas
- Discusses in detail
- Is beyond the group
- Shows strong opinions
- Constructs abstractions
- Relates well to adults
- Manipulates information
- Initiates projects
- Is a good guesser
- Is critical of own work
- Enjoys learning



## Response to an Assignment

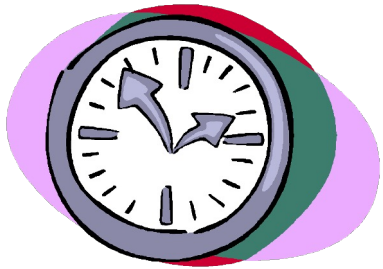
# Demonstration of Gifted Behaviours



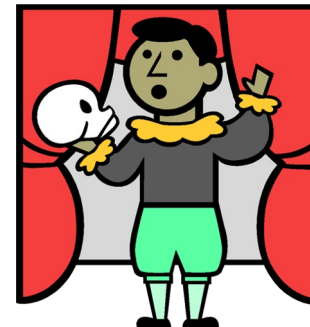
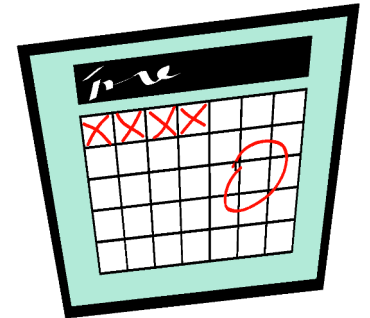
☐ **By certain people**



☐ **At certain times**



☐ **In certain circumstances**



# Social and Emotional Issues





# Dispelling Myths



Giftedness does **not** cause social and emotional problems.

The challenges faced by some gifted individuals do **not** automatically become problems without intervening factors.

Giftedness is **not** comprised of all behaviors that are socially desirable.

Gifted students do **not** necessarily have it “all together” and are **not** all “blessed.”

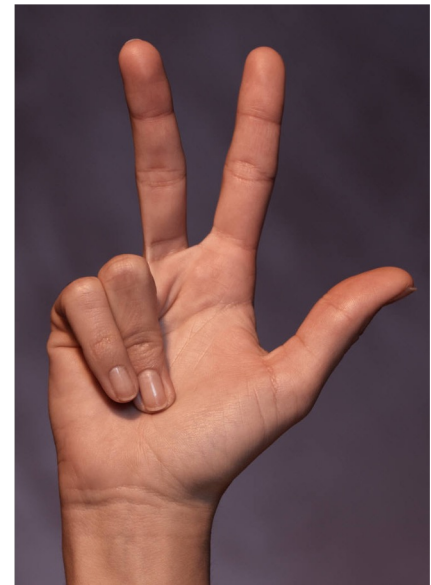
The social and emotional well-being of gifted youth is related to:

the type of giftedness,

personal characteristics,

and

the educational  
fit.

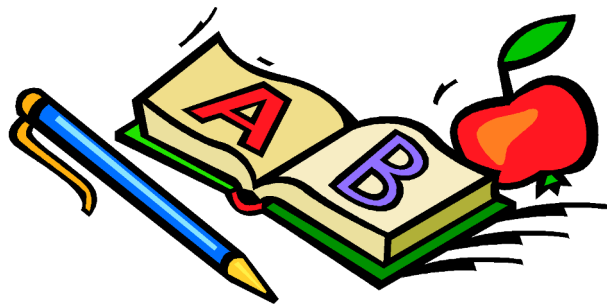
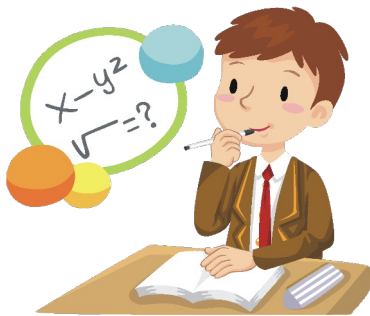


# Findings from Decades of Research

As a group, gifted students are socially and emotionally healthy, and often more well adjusted than many of their age peers.



**Gifted children tend to experience more potential conflicts earlier, especially in school,** due to the incongruities between their developing abilities, interests, environments, and social expectations.



# Preassessment: What do you know about...

Asynchrony

Perfectionism

Overexcitabilities

Underachievement

**ACTIVITY:**

Draw the most realistic flower in the next 3 minutes

# Internal Asynchrony



# Advancement over Age Peers



# Super Sensitivities

What is considered normal intensity and sensitivity for the gifted is often labeled as neurosis in the general population and as a result, the gifted are personally and emotionally vulnerable to a variety of unique relationship difficulties at home, work, school and in the community.



***“Don’t be so...”***

***“You’re too ...”***



# Most Frequent Referrals for Psychological Testing and/or Services:

- ? Very bright but lacking common sense
- ? Seems too emotional; gets intensely frustrated when unable to accomplish a goal
- ? High activity level and low impulse control
- ? Can't seem to complete tasks or stay on track, is disorganized and messy; forgets to turn in work we know he completed
- ? Bright but won't do homework; might fail even though doing well on tests

- ? Constantly arguing and defying adults; always looking for a way to outsmart them
- ? Chronic daydreamer, loses everything
- ? Lacks social skills, Not many friends, no interest in reading anything but science fiction
- ? Very advanced in some areas and not others, particularly poor handwriting
- ? Moody and explosive at times



# “Very bright but lacks good judgment”

- ? Judgment is an executive function that is biologically driven and usually develops much later (between ages 16-20) than skills in academic areas (language, math, music, etc)
- ? In general, the brighter the child, the greater the gap between judgment and intellect
- ? Child’s intensity can cause intellectual curiosity to override judgment

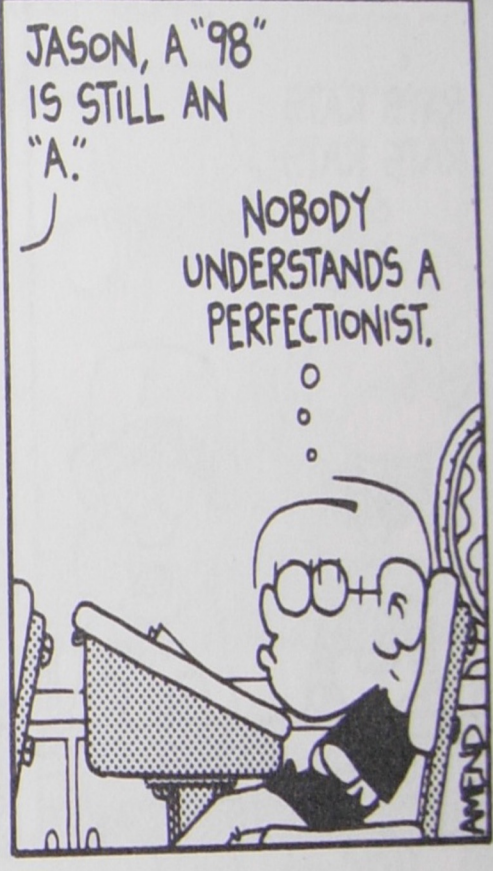
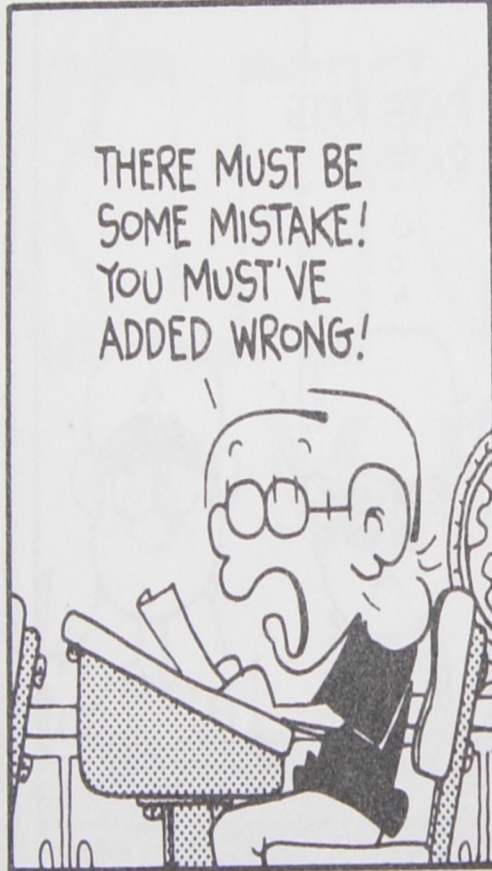


# “High activity level and inattention”

- ? Core symptoms of ADHD are inattention, impulsivity, and hyperactivity.
- ? Similar to traits of overexcitable or creatively gifted children.
- ? Inattention in the classroom may also occur in academically under-stimulating environments.
- ? Many gifted children are misdiagnosed with ADHD.
- ? Some gifted children do have ADHD, but advanced intellectual abilities can obscure the symptoms.



# Perfectionism



# Dimensions of Perfectionism



# Continuum of Perfectionism

Healthy



Unhealthy

ACTIVITY: Left side of room, with partner, list healthy behaviours

Right side of room, list unhealthy behaviours

## **Multidimensional Perfectionism Scale** Hewitt & Flett (1990)

INSTRUCTIONS: Listed below are a number of statements concerning personal characteristics and traits. Read each item and decide whether you agree or disagree & to what extent. Identify the orientation as Self Oriented, Other Oriented, or Socially Prescribed

- When I am working on something, I cannot relax until it is perfect.
- I am not likely to criticize someone for giving up too easily.
- I find it difficult to meet others' expectations of me
- I cannot stand to see people close to me make mistakes
- It doesn't matter when someone close to me does not do their absolute best
- The better I do, the better I am expected to do.  
Anything that I do that is less than excellent will be seen as poor work by those around me
- I have high expectations for the people who are important to me



# Healthy

- ? develop high standards; high standards matched to person's limitations and strengths
- ? develop perseverance
- ? develop talent
- ? willing to try new things and take risks
- ? able to laugh at own mistakes
- ? enjoy the process of learning
- ? confident in abilities
- ? balanced thinking
- ? driving force to pursue higher goals
- ? timely completion of tasks

# Unhealthy

- ? damage to emotional well-being and social relationships
- ? sense of self-worth dependent on performance
- ? inhibits trying new things
- ? avoiding experiences where they might make a mistake in public negative self-talk
- ? preoccupation with evaluation
- ? underachievement
- ? anxiety and neuroticism
- ? black and white thinking: perfection vs. failure
- ? procrastination



# Chronic Underachievement

- ? Discrepancy between potential (ability) and performance (achievement) \*\* most common understanding
- ? Discrepancy between predicted achievement and actual achievement
- ? Failure to develop or use latent potential



# Selective Achievement

What are factors that influence underachievement?

- 
- Personality
  - Family
  - Community and School Environment
  - Inappropriate Curricular Experiences
  - Peers
  - Culture



- ? Selective achievement is based on the student's values and attitudes towards the 5 interdependent C's (control, choice, challenge, complexity, caring)
- ? Teacher qualities and expertise are major influences

“Labeling a student an underachiever requires making a value judgement about the worthiness of certain accomplishments...illustrating a values conflict between adult and child.” (Reis and McCoach, 2000, p 156)